

# SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION





Engaging Stakeholders in  
Ensuring Equitable Access –  
December 15, 2015



# Goals of Webinar

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- Engage stakeholders, with the purpose of informing the design of a comprehensive state educator equity plan.
- Provide stakeholders with the background information they need to offer informed feedback.
- Encourage stakeholders to offer their ideas, insights, and perspectives to improve educator equity.
- Use this input to help ensure that Idaho's equity plan is designed and implemented in a way that not only complies with federal requirements but also leads to meaningful educational advancements.



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# Agenda

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- Key Terminology
- Historical Background
- Equitable Access to Excellent Educators Plan
- What is the Equity Gap?
- What are the Root Causes?



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# Key Terminology

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- Before we begin, let's clarify some key terminology:
  - **Inexperienced Teacher** – a teacher in his/her first year of practice.
  - **Unqualified Teacher** – a teacher lacking at least a bachelor's degree, full licensure, highly qualified status, and/or working under an emergency license.
  - **Out-of-Field Teacher** – a teacher who is not appropriately certificated or endorsed for the area in which he/she is teaching.



# Historical Background

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- The 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind (NCLB), called for all students to be taught by highly qualified teachers by 2006.
- States also were required to create plans to ensure that poor and minority students are not taught at higher rates than other students by underqualified, inexperienced, or out-of-field teachers.



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# Equitable Access to Excellent Educators

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- Six Steps of Equitable Access Planning
  - Describe and provide documentation of the steps the SEA took to consult with **stakeholders**.
  - **Identify equity gaps.**
  - Explain the likely cause(s) of the identified equity gaps – **Root Cause Analysis**
  - Set forth the SEA's steps to eliminate identified equity gaps – **Strategies**
  - Describe the measures that the SEA will use to **evaluate progress** toward eliminating the identified equity gaps.
  - Describe how the SEA will **publicly report** on its progress in eliminating the identified gaps, including timelines for this reporting.



# Identify Equity Gaps – Data Analysis

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- Required to look for gaps for inexperienced, unqualified, and out-of-field teachers for minority students and students from low-income families.
- Preliminary analysis showed minimal gaps in all areas.
- Partnered with Northwest Regional Educational Laboratory at Education Northwest for a deeper and more detailed analysis.

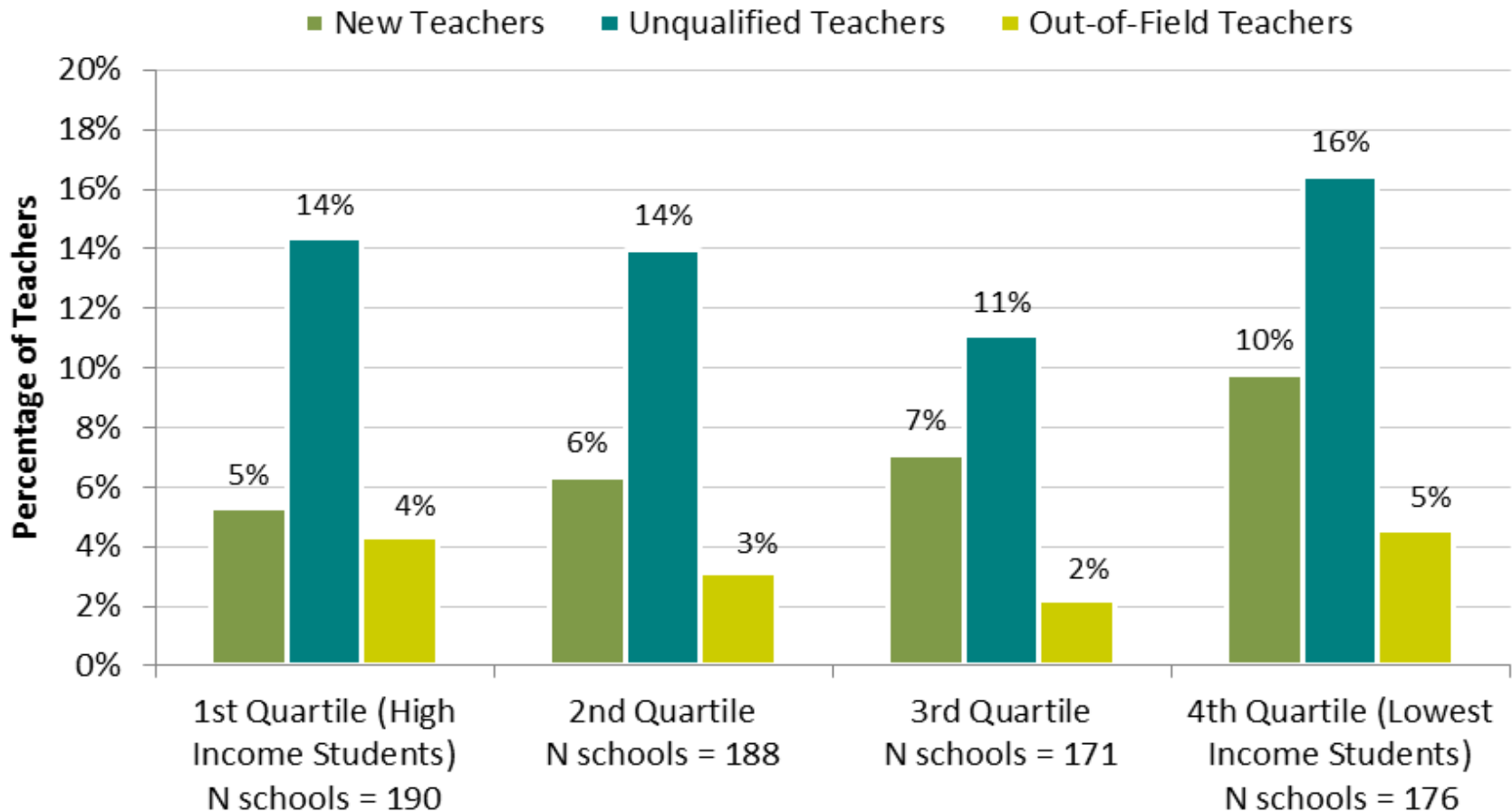


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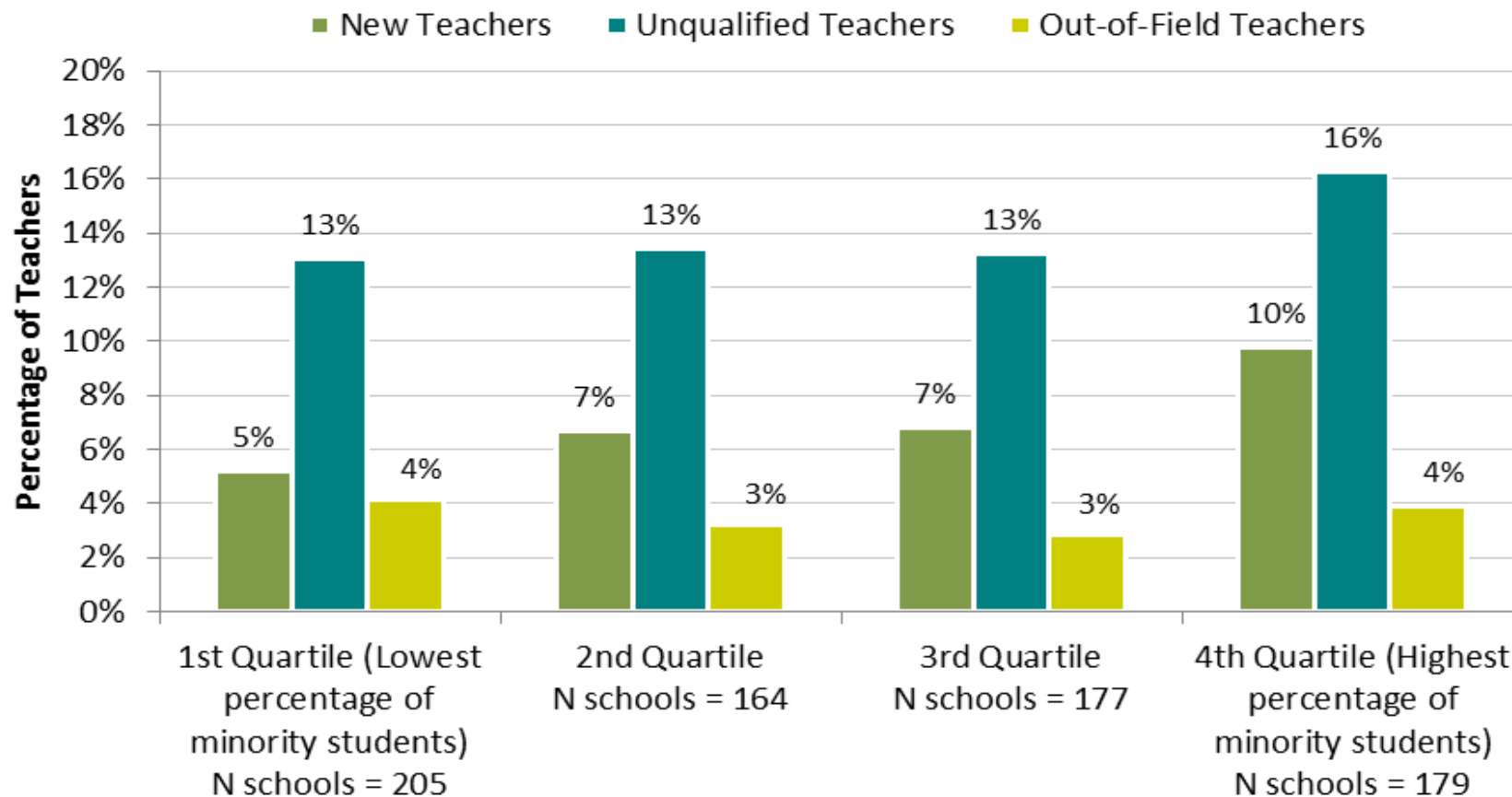
# Distribution of Teacher Types Among Students from Low Income Families



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# Distribution of Teacher Types Among Minority Students



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# Equity Gap and Root Causes

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- What is the Equity Gap?
  - The Equity Gap shows a high incidence of poor and minority students being taught by inexperienced teachers.
- What are the Root Causes?
  - Districts struggle to recruit and retain educators because:
    - Rural, remote nature of most Idaho school districts.
    - Small size of many Idaho school districts.
    - Salaries are not competitive with surrounding areas.
    - State funding currently reflects 2007 funding levels.



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# For more information

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- <http://www.sde.idaho.gov/site/educator-equity/>
- Thank you for your participation!



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